

# **The silent Way**

**BY**

**Dr. Nesreen El-Sweedy**

**Lecturer**

**Benha Faculty of Education**

# ITS MAIN PRINCIPLES

## Students' Native Language

1

- The native language is also used (at least at beginning levels of proficiency) during the feedback sessions.

2

- Knowledge students already possess of their native language can be exploited by the teacher of the target language.

# ITS MAIN PRINCIPLES

## Language Syllabus

1

- There is no fixed, linear, structural syllabus. Instead, the teacher starts with what the students know and builds from one structure to the next. As the learners' repertoire is expanded, previously introduced structures are continually being recycled. The syllabus develops according to learning needs.

# ITS MAIN PRINCIPLES

## Language Syllabus

1

- Once the language structures have been presented in this way, learners learn the grammar rules through a process of induction

# Its Main Techniques

## Sound-Color chart

- The chart contains blocks of color, each one representing a sound in the target language. The teacher, and later the students, points to blocks of color on the chart to form syllables, words, and even sentences.

## Sound-Color chart



# Its Main Techniques

## Rods

- Rods can be used to provide visible actions or situations for any language structure, to introduce it, or to enable students to practice using it. The rods trigger meaning:

## Rods



# Its Main Techniques

## Rods

- At the beginning stages they can be used to practice colors and numbers, and later they can be used in more complex grammar. For example, to teach prepositions the teacher could use the statement

## Rods



# Its Main Techniques

## Self-correction Gestures

- The chart contains blocks of color, each one representing a sound in the target language. The teacher, and later the students, points to blocks of color on the chart to form syllables, words, and even sentences.



# Its Main Techniques

## Word Chart

- The Word charts contain the functional vocabulary of the target language, and use the same color scheme as the sound-color chart. Each letter is colored in a way that indicates its pronunciation.

## Word Chart

a rod ~s ~s red blue  
green yellow orange  
take ~n't give brown 's  
and me it to this 's  
he two them here too  
the is her white the  
there an other that  
his one are us these  
put him black there

# Its Main Techniques

## Word Chart

- The teacher, and later the students, points to words on the wall charts in a sequence so that they can read aloud the sentences they have spoken. There are twelve English charts containing about 500 words

## Word Chart

a rod ~s ~s red blue  
green yellow orange  
take ~n't give brown 's  
and me it to this 's  
he two them here too  
the is her white the  
there an other that  
his one are us these  
put him black there

# Its Main Techniques

## Fidel Charts



© C. G. Cooper 1973

Word in Colour Memory Field

Behavioral Capacity Score

# Its Main Techniques

## Fidel Charts

- The teacher, and later the students, points to the color-coded Fidel Charts in order that students associate the sounds of the language with their spelling. For example, listed together and colored the same as the color block for the sound /ey/ are "ay," "ea," "ei," "eigh," etc., showing that these are all ways of spelling the /ey/ sound in English. Because of the large number of ways sounds in English can be spelled, there are eight Fidel Charts in all.

# Its Advantages and Disadvantages

